

The background of the slide is a light gray gradient. In the top-left corner, there are several realistic water droplets of various sizes, some overlapping. Similarly, in the bottom-right corner, there are more water droplets, including a large, prominent one. The rest of the background is a plain, light gray.

PANDEMIC SUPPORT LINE INTERVENTIONS

WHY A SUPPORT LINE?

- LEARNING FROM WUHAN EXPERIENCE
- [HTTPS://WWW.THELANCET.COM/JOURNALS/LANPSY/ARTICLE/PIIS2215-0366\(20\)30047-X/FULLTEXT](https://www.thelancet.com/journals/lanpsy/article/PIIS2215-0366(20)30047-X/fulltext)
- VOLUNTEERS WHO HAVE RECEIVED PSYCHOLOGICAL ASSISTANCE TRAINING IN DEALING WITH THE 2019-NCOV EPIDEMIC PROVIDE TELEPHONE GUIDANCE TO HELP DEAL WITH MENTAL HEALTH PROBLEMS
- [HTTP://EN.NHC.GOV.CN/2020-02/04/C_76228.HTM](http://en.nhc.gov.cn/2020-02/04/c_76228.htm)
- PRC NATIONAL HEALTH COMMISSION RECOMMENDS BOOSTING MH SERVICES, INCLUDING A PSYCHOLOGICAL SUPPORT HOTLINE

STAFFING

- MONITORING NEEDS, CALL VOLUME
- 1ST TIER LAY PERSON TRAINING CF SUICIDE HOTLINE
- 2ND TIER CONSIDER JABSOM STUDENTS, WHO MAY NO LONGER BE ABLE TO BE ON CLINICAL ROTATIONS, TO HAVE THE OPPORTUNITY TO TRAIN AND VOLUNTEER TO TAKE CALLS. THIS WOULD BE OF BENEFIT FOR THE STUDENTS FOR LEARNING ABOUT THEIR COMMUNITY UNDER STRESS, DISASTER MANAGEMENT, AND PERHAPS INTRODUCE THEM AND POTENTIALLY INTEREST THEM IN PSYCHIATRY.
- 3RD TIER TELEPSYCH OPTIONS: JABSOM DOP, GROUP, INDIVIDUAL

TRAINING PROGRAM PROPOSAL

- OBTAINED FROM AMERICAN ASSOCIATION OF DIRECTORS OF PSYCHIATRIC RESIDENCY
- CAN BE ADAPTED TO SPECIFIC PATTERNS OF DIFFICULTIES EMERGING IN A COMMUNITY
- NEED PROGRAM COORDINATOR/TRAINER
- DATA MANAGEMENT: #CALLS, CATEGORIZE ISSUES: HEALTH INSECURITY; UNEMPLOYMENT SEQUELAE



• NATIVE HAWAIIAN HEALING ELEMENT

- NEED TO IDENTIFY RELEVANT PRACTICE/PICTOGRAPH/EXPRESSION
AND ADD TO ALL LEVELS AND EACH CALL
- 

PANDEMIC SUPPORT LINE INTERVENTIONS

- BASED ON
 - SUPPORTIVE PSYCHOTHERAPY
 - R WELTON & E CROCKER IN PSYCHOTHERAPY: A PRACTICAL INTRODUCTION ED. BRENNER & HOWE-MARTIN (IN PRESS)
 - AND
 - PSYCHOLOGICAL FIRST AID: FIELD OPERATIONS GUIDE 2ND EDITION
 - NATIONAL CHILD TRAUMATIC STRESS NETWORK
 - NATIONAL CENTER FOR PTSD
 - [HTTPS://WWW.PTSD.VA.GOV/PROFESSIONAL/TREAT/TYPE/PSYCH_FIRSTAID_MANUAL.ASP](https://www.ptsd.va.gov/professional/treat/type/psych_firstaid_manual.asp)

PSYCHOLOGICAL FIRST AID

- BASIC UNDERSTANDING
 - SURVIVORS OF DISASTERS WILL EXPERIENCE A WIDE RANGE OF EMOTIONAL, PHYSICAL, AND BEHAVIORAL RESPONSES
 - MOST WILL NOT DEVELOP SEVERE OR PROLONGED MENTAL HEALTH PROBLEMS
 - SUPPORT AND INTERVENTIONS FROM PROVIDERS CAN ENHANCE RECOVERY

DIFFERENCES FROM TRADITIONAL PSYCHOTHERAPY

- NOT MUCH TIME FOR PROLONGED SILENCES
- OPEN ENDED QUESTIONS BUT NOT FREE ASSOCIATION
- FOCUS ON THE PRESENT
- KEEP FOCUSED ON IMMEDIATE GOALS
 - YOU WANT TO MAKE A DIFFERENCE IN 30 MINUTES
- IDENTIFY AND USE PRE-EXISTING STRENGTHS, SUCCESSES AND ABILITIES
- BE READY TO MAKE SUGGESTIONS AND GIVE ADVICE
- HIGHER EMPHASIS ON TECHNIQUES / INTERVENTIONS AND LESS ON THE THE RELATIONSHIP

SPECIFIC OBJECTIVES OF PFA

- ESTABLISH A CONNECTION IN A NON-INTRUSIVE, COMPASSIONATE MANNER
- INCREASE SENSE OF SAFETY, EMOTIONAL COMFORT, AND ENHANCE FUNCTIONING
- HELP SURVIVORS TELL YOU THEIR IMMEDIATE NEEDS AND CONCERNS
- OFFER PRACTICAL ASSISTANCE AND INFORMATION TO HELP SURVIVORS ADDRESS THEIR IMMEDIATE NEEDS AND CONCERNS
- CALM AND ORIENT EMOTIONALLY OVERWHELMED SURVIVORS

SPECIFIC OBJECTIVES OF PFA

- ACKNOWLEDGE STRENGTHS AND EFFORTS AT COPING
- SUPPORT ADAPTIVE COPING AND EMPOWER SURVIVORS
- PROVIDE INFORMATION THAT MAY HELP SURVIVORS COPE EFFECTIVELY WITH THE PSYCHOLOGICAL IMPACT OF DISASTERS.
- CONNECT SURVIVORS TO SOCIAL SUPPORT NETWORKS
- BE CLEAR ABOUT YOUR FUTURE AVAILABILITY
- WHEN APPROPRIATE LINK THE SURVIVOR TO RESOURCES AND SERVICES

GETTING STARTED

- ESTABLISH A CONNECTION IN A NON-INTRUSIVE, COMPASSIONATE MANNER.
 - SPEAK SOFTLY, DIRECTLY, AND CALMLY
 - INTRODUCE YOURSELF AND YOUR ROLE
 - *I'M HERE TO HELP PROVIDERS COPE WITH THE STRESS OF THE COVID-19 EPIDEMIC*
 - ASK WHAT NAME THEY WANT YOU TO USE
 - REMIND THEM OF THE LIMITS OF YOUR CONFIDENTIALITY



RULES FOR COMMUNICATING


- DO NOT MAKE ASSUMPTIONS ABOUT THEIR EXPERIENCE
- DO NOT PATHOLOGIZE – TALK ABOUT REACTIONS AND EXPERIENCES AND NOT SYMPTOMS OR DIAGNOSES
- FOCUS ON WHAT THEY HAVE TRIED AND DONE WELL
- DON'T FOCUS ON PAST TRAUMAS
- ACKNOWLEDGE YOUR LIMITATIONS
 - WHAT YOU KNOW
 - HOW YOU CAN HELP

ESTABLISH GOALS

- INCREASE SENSE OF SAFETY, EMOTIONAL COMFORT, AND ENHANCE FUNCTIONING
 - WHAT WE CAN NOT DO
 - REMOVE THE RISK THEY FACE
 - WHAT WE CAN DO
 - EXPRESS INTEREST AND CONCERN
 - DIMINISH ISOLATION
 - DECREASE EMOTIONAL DISTRESS
 - IMPROVE FUNCTIONING AT WORK AND HOME




HELP SURVIVORS TELL YOU THEIR IMMEDIATE NEEDS AND CONCERNS

- ***WHAT PROBLEMS HAVE YOU BEEN HAVING?***
 - ***HOW ARE YOU HOPING I CAN HELP YOU?***
 - EMOTIONS
 - SCARED, SAD, ANGER, FRUSTRATION
 - BEHAVIORS
 - INSOMNIA, INCREASED ALCOHOL USE, ANOREXIA, ISOLATION
 - COGNITIONS
 - CONFUSED, CLOUDY, OVERWHELMED, PERVASIVE NEGATIVISM
 - PHYSICAL
 - STOMACH ACHES, CHEST TIGHTNESS, MUSCLE TENSION, NAUSEA
 - DECISIONS AND DILEMMAS
- 



PRACTICAL ASSISTANCE FOR THEIR IMMEDIATE EMOTIONAL NEEDS

- **HOW DO WE HELP WITH SADNESS, FEAR, ANGER, OR FRUSTRATION?**
 - HELP THEM EXPRESS EMOTIONS
 - USE EMPATHY TO UNDERSTAND THEIR EXPERIENCE
 - ACCEPT AND VALIDATE THEIR EMOTIONAL EXPERIENCES
 - RELAXATION TECHNIQUES
 - BEHAVIORAL STRATEGIES
 - COGNITIVE STRATEGIES
- 

EXPRESSING EMOTIONS

- **HOW DO WE ENCOURAGE AN EXPRESSION OF HEALTHY EMOTIONS?**
 - *HOW HAVE THINGS BEEN FOR YOU?*
 - *TELL ME HOW THIS HAS AFFECTED YOU?*
 - *CAN YOU DESCRIBE HOW YOU HAVE BEEN FEELING?*
- AND THEN FOLLOW UP LOOKING FOR PRE-EXISTING EXPERIENCES AND COPING SKILLS
 - *NO ONE HAS GONE THROUGH SOMETHING LIKE THIS, BUT HAVE YOU EVER FELT LIKE THIS BEFORE?*
 - *HOW DID YOU HANDLE IT?*

UNDERSTANDING AND ACCEPTANCE

- USE EMPATHY TO UNDERSTAND THEIR EXPERIENCE

- *THAT SOUNDS _____*
- *I WOULD IMAGINE YOU MUST HAVE FELT _____*
- *DID YOU FEEL LIKE _____*

- ACCEPT AND VALIDATE THEIR EMOTIONAL EXPERIENCES

- *I THINK THAT ANYONE IN THAT SITUATION WOULD FEEL THAT WAY*
- *WELL, OF COURSE YOU FELT _____*

BUT WHAT ABOUT YOU

- **WHAT EMOTIONAL EXPERIENCE DO YOU THINK WOULD BE THE TOUGHEST FOR YOU TO WORK WITH?**
- **WHAT ARE THE RISKS OF SECONDARY ANGST?**

RELAXATION TECHNIQUES

- GIVE YOURSELF TIME AND SPACE TO RELAX
 - TAKE BREAKS AT WORK
 - CREATE TIME FREE FROM THE PANDEMIC
 - LIMIT EXPOSURE TO NEWS AND SOCIAL MEDIA
- BREATHING EXERCISES
 - LETS PRACTICE
- GET A COMMITMENT TO RELAX

*Breathe in.
Breathe out.
Repeat.*

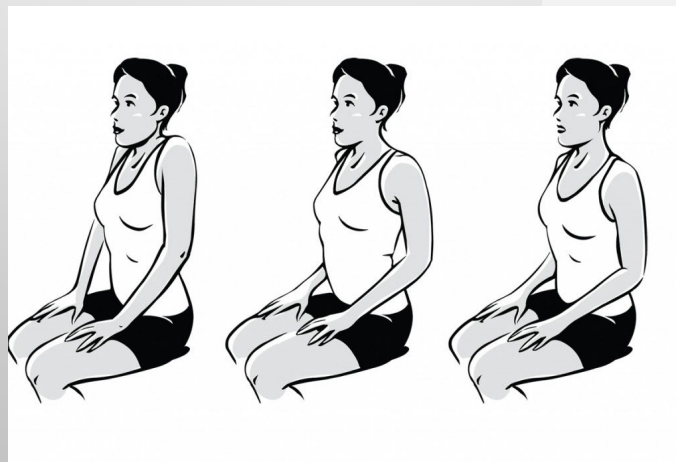


Count of 4

Count of 7



Monkey Business Images via Getty Images



Relax
shoulders as
you breathe
out



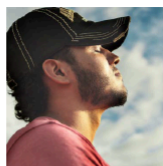
TRAUMA AND PTSD

Tips for Relaxation

Tension and anxiety are common after disasters. Unfortunately, they can make it more difficult to cope with the many things that must be done to recover. There is no easy solution to coping with post-disaster problems, but taking time during the day to calm yourself through relaxation exercises may make it easier to sleep, concentrate, and have energy for coping with life. These can include muscular relaxation exercises, breathing exercises, meditation, swimming, stretching, yoga, prayer, exercise, listening to quiet music, spending time in nature, and so on. Here are some basic breathing exercises that may help.

For Yourself:

- Inhale slowly (one-thousand one; one-thousand two; one-thousand three) through your nose and comfortably fill your lungs all the way down to your belly.
- Silently and gently say to yourself, "My body is filled with calmness." Exhale slowly (one-thousand one, one-thousand two, one-thousand three) through your mouth and comfortably empty your lungs all the way down to your abdomen.
- Silently and gently say to yourself, "My body is releasing the tension."
- Repeat five times slowly and comfortably.
- Do this as many times a day as needed.



For Children:

Lead a child through a breathing exercise:

- "Let's practice a different way of breathing that can help calm our bodies down."
- Put one hand on your stomach, like this [demonstrate].
- Okay, we are going to breathe in through our noses. When we breathe in, we are going to fill up with a lot of air and our stomachs are going to stick out like this [demonstrate].
- Then, we will breathe out through our mouths. When we breathe out, our stomachs are going to suck in and up like this [demonstrate].
- We are going to breathe in really slowly while I count to three. I'm also going to count to three while we breathe out really slowly.
- Let's try it together. Great job!"



Make a game of it:

- Blow bubbles with a bubble wand and dish soap
- Blow bubbles with chewing gum
- Blow paper wads or cotton balls across the table
- Tell a story where the child helps you imitate a character who is taking deep breaths

BEHAVIORAL TECHNIQUES

- EXERCISE

- REASONABLE INTENSITY AND FREQUENCY
- CONSIDER EXERCISING WITH SOMEONE (EVEN IF IT IS VIRTUAL)

- ENGAGE IN ENJOYABLE ACTIVITIES

- ***WHAT WOULD BE FUN FOR YOU TO DO?***
- ***WHAT WOULD BRING YOU SOME JOY?***
- ***WHAT HAVE YOU GIVEN UP DOING THAT WOULD BE FUN TO RESUME?***

- ENCOURAGE THEM TO DO THINGS THAT ARE ACTIVE, PRACTICAL, AND FAMILIAR

BEHAVIORAL INTERVENTIONS


- GET A COMMITMENT TO START / RESTART ACTIVITIES
- HAVE THEM COMMIT TO TELLING SOMEONE ELSE
 - ADDS ACCOUNTABILITY
- **OTHER BENEFICIAL BEHAVIORAL CHANGES?**
 - CONSIDER SPIRITUAL / RELIGIOUS ACTIVITIES
 - CONSIDER WHAT THEY CAN DO TO HELP OTHERS

COGNITIVE TECHNIQUES

- *I FEEL LIKE I CAN'T GO ON. THERE'S JUST TOO MUCH. THE PATIENTS NEVER END. AND I KNOW THAT IT IS JUST A MATTER OF TIME UNTIL I GET SICK.*
- **HOW WOULD YOU RESPOND?**
 - LOOK FOR IRRATIONAL, ILLOGICAL, EXAGGERATED STATEMENTS
 - LOOK FOR UNHELPFUL STATEMENTS
 - SUBSTITUTE MORE POSITIVE THOUGHTS



CALMING DISTRESS - MINDFULNESS

- **HOW DISTRESSED ARE YOU RIGHT NOW?**
 - **BREATHING EXERCISES**
 - **TELL ME FIVE THINGS YOU CAN HEAR**
 - **LOOK AND DESCRIBE WHAT YOU SEE (OBJECT AND COLOR)**
 - **TELL ME FIVE THINGS YOU CAN FEEL**
 - **DESCRIBE WITHOUT JUDGING THE THOUGHTS THAT ARE OCCURRING TO YOU**
 - **BREATHING EXERCISES**
 - **HOW DISTRESSED ARE YOU RIGHT NOW?**
- 

SPECIFIC OBJECTIVES OF PFA



ESTABLISH A CONNECTION IN A NON-INTRUSIVE,
COMPASSIONATE MANNER



INCREASE SENSE OF SAFETY, EMOTIONAL COMFORT, AND
ENHANCE FUNCTIONING



HELP SURVIVORS TELL YOU THEIR IMMEDIATE NEEDS AND
CONCERNS *Dealt with Emotional Aspects*



OFFER PRACTICAL ASSISTANCE AND INFORMATION TO HELP
SURVIVORS ADDRESS THEIR IMMEDIATE NEEDS AND
CONCERNS *Dealt with Emotional Aspects*



CALM AND ORIENT EMOTIONALLY OVERWHELMED SURVIVORS

DEALING WITH IMMEDIATE PRACTICAL NEEDS AND DECISIONS

- **WHAT KIND OF DILEMMAS, CHALLENGES, AND DECISIONS MIGHT PROVIDERS BE FACING DURING THE PANDEMIC?**
 - ISSUES WITH COWORKERS
 - ISSUES WITH LEADERS
 - ISSUES WITH SPOUSES
 - ISSUES WITH PATIENTS
 - ISSUES WITH WORK (SCHEDULES, EQUIPMENT)

INTERPERSONAL ISSUES

- STEPS FOR CLEAR COMMUNICATION
 - ASK THE OTHER HOW THEY SEE THE ISSUE
 - PARAPHRASE WHAT THEY SAID
 - DESCRIBE HOW YOU SEE THE ISSUE
 - ASK FOR SUGGESTIONS FOR IMPROVING THE SITUATION
 - OFFER SUGGESTIONS FOR IMPROVING THE SITUATION
 - WHICH CAN YOU BOTH AGREE TO?

STEPS FOR CLEAR COMMUNICATION

ENCOURAGE THEM TO

- BE PROACTIVE
 - INITIATE COMMUNICATION
 - ASK FOR WHAT THEY NEED
 - GIVE SUGGESTIONS FOR IMPROVEMENT
- COMMUNICATE IN PERSON
 - IN PERSON > VIDEOCONFERENCE > PHONE CALL > E-MAIL > TEXT
 - ALLOWS CONTEXT AND NON-VERBAL COMPONENTS

INTERPERSONAL ISSUES

- **WHAT OTHER ADVICE WOULD YOU GIVE TO IMPROVE RELATIONSHIPS DURING A CRISIS?**
 - ACCEPT THAT EVERYONE IS UNDER STRESS
 - PROBABLY NO ONE IS AT THEIR BEST
 - BE QUICK TO FORGIVE, SLOW TO TAKE OFFENSE
 - CONSIDER THEIR PERSPECTIVE AND PROBLEMS
 - ACCEPT LESS THAN PERFECT IN ORDER TO MOVE FORWARD
 - REMEMBER WHEN THE RELATIONSHIP WAS GOING WELL

BASIC PROBLEM SOLVING

- **WHAT ARE SOME OF THE BASIC STEPS TO SOLVING PROBLEMS?**
 - IS THIS WITHIN YOUR CONTROL? CAN YOU IMPACT THE SITUATION?
 - BRAINSTORM POSSIBLE RESPONSES
 - LIST POSITIVES AND NEGATIVES ABOUT THE POSSIBLE RESPONSES
 - PICK THE BEST OPTIONS

BASIC PROBLEM SOLVING

- BREAK LARGE PROBLEMS INTO MANAGEABLE PIECES
 - YOU ARE TRYING TO CREATE A FAIR AND EQUITABLE CALL SCHEDULE
 - HOW MANY NIGHTS ARE BEING COVERED
 - HOW MANY PEOPLE DO YOU HAVE
 - ARE THERE SPECIAL CONSIDERATIONS (HOLIDAYS, WEEKENDS)
 - CREATE A FIRST DRAFT AND SEE HOW FAIR IT IS
 - MAKE THE SECOND DRAFT BETTER
- WHAT CAN BE DELEGATED?
 - WHO CAN HELP YOU MAKE AND CARRY OUT THESE DECISION?

IDENTIFYING IMMEDIATE PROBLEMS

Appendix D: Provider Worksheets

Survivor Current Needs

Date: _____ Provider: _____ Survivor Name: _____ Location: _____

This session was conducted with (check all that apply):

☐ Child ☐ Adolescent ☐ Adult ☐ Family ☐ Group

Provider: Use this form to document what the survivor needs most at this time. This form can be used to communicate with referral agencies to help promote continuity of care.

1. Check the boxes corresponding to difficulties the survivor is experiencing

BEHAVIORAL	EMOTIONAL	PHYSICAL	COGNITIVE
<input type="checkbox"/> Extreme disorientation <input type="checkbox"/> Excessive drug, alcohol, or prescription drug use <input type="checkbox"/> Isolation/withdrawal <input type="checkbox"/> High risk behavior <input type="checkbox"/> Regressive behavior <input type="checkbox"/> Separation anxiety <input type="checkbox"/> Violent behavior <input type="checkbox"/> Maladaptive coping <input type="checkbox"/> Other _____	<input type="checkbox"/> Acute stress reactions <input type="checkbox"/> Acute grief reactions <input type="checkbox"/> Sadness, tearful <input type="checkbox"/> Irritability, anger <input type="checkbox"/> Feeling anxious, fearful <input type="checkbox"/> Despair, hopeless <input type="checkbox"/> Feelings of guilt or shame <input type="checkbox"/> Feeling emotionally numb, disconnected <input type="checkbox"/> Other _____	<input type="checkbox"/> Headaches <input type="checkbox"/> Stomachaches <input type="checkbox"/> Sleep difficulties <input type="checkbox"/> Difficulty eating <input type="checkbox"/> Worsening of health conditions <input type="checkbox"/> Fatigue/exhaustion <input type="checkbox"/> Chronic agitation <input type="checkbox"/> Other _____	<input type="checkbox"/> Inability to accept/cope with death of loved one(s) <input type="checkbox"/> Distressing dreams or nightmares <input type="checkbox"/> Intrusive thoughts or images <input type="checkbox"/> Difficulty concentrating <input type="checkbox"/> Difficulty remembering <input type="checkbox"/> Difficulty making decisions <input type="checkbox"/> Preoccupation with death/destruction <input type="checkbox"/> Other _____

2. Check the boxes corresponding to any other specific concerns

- ☐ Past or preexisting trauma/psychological problems/substance abuse problems
- ☐ Injured as a result of the disaster
- ☐ At risk of losing life during the disaster
- ☐ Loved one(s) missing or dead
- ☐ Financial concerns
- ☐ Displaced from home
- ☐ Living arrangements
- ☐ Lost job or school
- ☐ Assisted with rescue/recovery
- ☐ Has physical/emotional disability
- ☐ Medication stabilization
- ☐ Concerns about child/adolescent
- ☐ Spiritual concerns
- ☐ Other: _____

3. Please make note of any other information that might be helpful in making a referral.

4. Referral

- | | |
|--|--|
| <input type="checkbox"/> Within project (specify) _____ | <input type="checkbox"/> Substance abuse treatment |
| <input type="checkbox"/> Other disaster agencies | <input type="checkbox"/> Other community services |
| <input type="checkbox"/> Professional mental health services | <input type="checkbox"/> Clergy |
| <input type="checkbox"/> Medical treatment | <input type="checkbox"/> Other: _____ |

5. Was the referral accepted by the individual? ☐ Yes ☐ No

RESPONSES

Appendix D: Provider Worksheets

Psychological First Aid Components Provided

Date: _____ Provider: _____ Location: _____

This session was conducted with (check all that apply):

☐ Child ☐ Adolescent ☐ Adult ☐ Family ☐ Group

Place a checkmark in the box next to each component of Psychological First Aid that you provided in this session.

Contact and Engagement

☐ Initiated contact in an appropriate manner ☐ Asked about immediate needs

Safety and Comfort

☐ Took steps to insure immediate physical safety ☐ Gave information about the disaster/risks
☐ Attended to physical comfort ☐ Encouraged social engagement
☐ Attended to a child separated from parents ☐ Protected from additional trauma
☐ Assisted with concern over missing loved one ☐ Assisted after death of loved one
☐ Assisted with acute grief reactions ☐ Helped with talking to children about death
☐ Attended to spiritual issues regarding death ☐ Attended to traumatic grief
☐ Provided information about funeral issues ☐ Helped survivors after body identification
☐ Helped survivors regarding death notification
☐ Helped with confirmation of death to child

Stabilization

☐ Helped with stabilization ☐ Used grounding technique
☐ Gathered information for medication referral for stabilization

Information Gathering

☐ Nature and severity of disaster experiences ☐ Death of a family member or friend
☐ Concerns about ongoing threat ☐ Concerns about safety of loved one(s)
☐ Physical/mental health illness and medication(s) ☐ Disaster-related losses
☐ Extreme guilt or shame ☐ Thoughts of harming self or others
☐ Availability of social support ☐ Prior alcohol or drug use
☐ History of prior trauma and loss ☐ Concerns over developmental impact
☐ Other: _____

Practical Assistance

☐ Helped to identify most immediate need(s) ☐ Helped to clarify need(s)
☐ Helped to develop an action plan ☐ Helped with action to address the need

Connection with Social Supports

☐ Facilitated access to primary support persons ☐ Discussed support seeking and giving
☐ Modeled supportive behavior ☐ Engaged youth in activities
☐ Helped problem-solve obtaining/giving social support

Information of Coping

☐ Gave basic information about stress reactions ☐ Gave basic information on coping
☐ Taught simple relaxation technique(s) ☐ Helped with family coping issues
☐ Assisted with developmental concerns ☐ Assisted with anger management
☐ Addressed negative emotions (shame/guilt) ☐ Helped with sleep problems
☐ Addressed substance abuse problems

Linkage with Collaborative Services

☐ Provided link to additional services service(s): _____
☐ Promoted continuity of care _____
☐ Provided handout(s) _____

NEXT WEEK ON PANDEMIC SUPPORT LINE: SPECIFIC OBJECTIVES

- ACKNOWLEDGE COPING EFFORTS AND STRENGTHS
- SUPPORT ADAPTIVE COPING AND EMPOWER SURVIVORS
- PROVIDE INFORMATION THAT MAY HELP SURVIVORS COPE EFFECTIVELY WITH THE PSYCHOLOGICAL IMPACT OF DISASTERS.
- CONNECT SURVIVORS TO SOCIAL SUPPORT NETWORKS
- BE CLEAR ABOUT YOUR FUTURE AVAILABILITY
- WHEN APPROPRIATE LINK THE SURVIVOR TO RESOURCES AND SERVICES